

CHAPTER- 5

FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTION FOR FURTHER STUDY AND CONCLUSION

5.1. Findings

- 1. What is the effect of Mid-day Meal Scheme on total retention of students at elementary level students in District Srinagar?*

There is an increase in overall enrollment from 2011 to 2015 in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of student enrolled was 5074 students and in 2012 the number increased to 5438 that is an increase of 7.17%. In the year 2013 the overall enrollment reached to 6650, an increase of 31.06% with respect to the base year 2011. Similarly in 2014 enrollment was 5839 a decrease with respect to the previous but an increase with respect to base year that is of 15.07%. 6654 students were seen enrolled in the year 2015, which an increase of 31.13% with respect to the base year. But in 2016 just 3569 students were enrolled, which is a decrease of 29% with respect to the base year 2011.

Hence, there is a positive effect of Mid Day Meal Scheme on total retention of students at elementary level in district Srinagar up to the year 2015. There is a sudden decrease in enrollment of students even retention is badly disturbed in 2016. There is also little decrease in enrollment during 2014 where as retention with respect to the base year is maintained.

The above statement and results are also supported by the replies of students that they are coming to the school because of food and peer relationships.

2. *What is the effect of Mid-day Meal Scheme on enrolment and retention of students from gender perspective at elementary level in District Srinagar?*

There is an increase in enrollment and retention of boys from 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of boys enrolled was 2717 and in 2012 the number increased to 2784 that is an increase of 2.4%. In the year 2013 the enrollment of boys reached to 3477, an increase of 27.17% with respect to the base year 2011. Similarly in 2014 the enrollment of boys was 3080 a decrease with respect to the previous year but an increase with respect to base year that is of 13%. 3272 boys were seen enrolled in the year 2015, which an increase of 20.42% with respect to the base year. But in 2016 just 1805 boys were enrolled, which is a decrease of 33% with respect to the base year.

There is an increase in enrollment of girls from the year 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of girls enrolled was 2357 and in 2012 the number increased to 2655 that is an increase of 12.64%. In the year 2013 the enrollment of girls reached to 3197, an increase of 35.63% with respect to the base year 2011. Similarly in 2014 the enrollment of girls was 2748 a decrease with respect to the previous year but an increase with respect to base year that is of 16.58%. 3511 girls were seen enrolled in the year 2015, which an increase of 48.9% with respect to the base year. But in 2016 just 1764 girls were enrolled, which is a decrease of 23.57% with respect to the base year.

Hence, there is a positive effect of Mid Day Meal Scheme on gender-wise retention of students at elementary level in district Srinagar up to the year 2015. There is a sudden decrease in enrollment of both the genders even retention is badly disturbed in 2016. There is also little decrease in enrollment during 2014 where as retention of both with respect to the base year is maintained. The gender gap in enrollment is minimizing as the rate of increase in the enrollment of girls is more as compared to the boys. Thus a positive effect of scheme can be seen on gender-wise retention at elementary level in district Srinagar.

The above statement and results are also supported by the replies of boys and girls when asked separately that they are coming to the school because of food and peer relationships.

3. What is the effect of Mid-day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?

There is an increase in enrollment of students from General Category between the years 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of students enrolled in general category was 4506 and in 2012 the number increased to 5034 that is an increase of 11.71%. In the year 2013 the enrollment of students in General Category reached to 6101, an increase of 35.39% with respect to the base year 2011. Similarly in 2014 the enrollment of students in General Category was 5242 a decrease with respect to the previous year but an increase with respect to base year that is of 16.33%. 5971 students in General Category were seen enrolled in the year 2015, which is an increase of

32.51% with respect to the base year. But in 2016, just 2932 students of General Category were enrolled, which is a decrease of 34% with respect to the base year.

There is no enrollment in Scheduled Caste category in the years from the year 2011 to 2015. In 2016 a small enrollment was seen of just 20 students in 80 schools, which is just 0.56% with respect to overall enrollment of 2016 in 80 schools.

There is a decrease in retention among Scheduled Tribe students in the years from the year 2011 to 2016 in government elementary schools of district Srinagar. In 2011 the enrollment of students in ST category was 298 and in 2012 it went down to 217 that is a decrease of 27%. Then in 2013 the enrollment further decreased to 177 a decrease of 40.6% with respect to the base year 2011. In 2014 enrollment of STs was seen 244 that an increase when compared with previous year but a decrease with respect to the base year 2011 that is of 18%. In the year 2015 the enrollment of STs again raised to 279 an increase in comparison with previous year but still a decrease with respect to the base year 2011 that is of 6.37%. In 2016 the enrollment of STs decreased to 260 that is a decrease of 12% with respect to the base year 2011.

The enrollment of students belonging to OBC category increased from 2011 to 2016 in government elementary schools of district Srinagar, with respect to the base year 2011. In 2011 the enrollment of students in OBC category was 150 and in 2012 it increased to 174 that is an increase of 16%. In 2013 the enrollment increased to 204 an increase of 36% with respect to the base year 2011. In 2014 enrollment reached 474 which highest in the years from 2011 to 2016 and contributes 216% increase with respect to the base year 2011. In the year 2015 enrollment of students in OBC category was seen as 443 which is

an increase of 195% with respect to base year 2011. In the year 2016 the enrollment decreased compared to the previous year but increased 98% with respect to the base year.

Therefore, a positive effect of Mid Day Meal scheme on retention can be seen among the students from General, OBC and Scheduled Caste category while as no such significant effect was seen in case of Scheduled Tribes.

The above statement and results are also supported by the replies of students from all categories when asked separately that they are coming to the school because of food and peer relationships. Even ST students replied that they are poor and do not effort food, are exclusively attending school because of food.

4. What is the effect of Mid Day Meal scheme of Educational Outcomes of the school at Elementary level in District Srinagar?

There is a continuous increase in cumulative percentage of students in the school. In 2011 it was 62.26%, in 2012 it increased by 5.32% with respect to the base year 2011. In 2013 cumulative percentage reached 68.9% which is an increase of 6.64% with respect to the base year. In 2014 it was recorded as 71.63% which is still an increase of 9.37% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.25% that is an increase of 10.99%. In 2016 cumulative percentage was at the highest, which is 75.9% an increase of 13.7% with respect to the base year 2011.

There is a continuous increase in cumulative percentage of Boys. In 2011 it was 59.4%, in 2012 it increased by 6.16% with respect to the base year 2011. In 2013 cumulative percentage reached 69.21% which is an increase of 9.81% with respect to the base year. In 2014 it was recorded as 71.08% which is still an increase of 11.68% with respect to the

base year 2011. In 2015 the cumulative percentage was seen 72.63% that is an increase of 13.23%. In 2016 cumulative percentage was at the highest, which is 75.51% an increase of 16.11% with respect to the base year 2011.

There is a continuous increase in cumulative percentage of Girls. In 2011 it was 65.03%, in 2012 it increased by 4.57% with respect to the base year 2011. In 2013 cumulative percentage was 68.73% which is a decrease compared to the previous year but an increase of 3.7% with respect to the base year. In 2014 it was recorded as 72.18% which is an increase of 7.15% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.86% that is an increase of 8.83%. In 2016 cumulative percentage was at the highest, which is 76.46% an increase of 11.43% with respect to the base year 2011.

Hence a positive effect on educational outcomes can be seen among both boys and girls along with an overall increase. Educational achievement of boys is faster (rate is higher) than girls whereas the achievement of girls is higher than boys.

The above statement and results are also supported by the replies of Head Teacher that the Mid Day Meal has helped in reducing classroom hunger, increased the healthy classroom interaction and enhanced the educational outcomes.

5.2. Educational Implications of the Study

It is concluded from the present study that Mid Day Meal Program has an optimistic effect on enrolment and retention of all students, gender-wise retention and caste-wise retention at elementary level. These results may prove very useful for students, teachers,

parents, administrators as well as the government. The scheme also affected the educational outcomes of students.

- a) Since the Mid Day Meal Scheme has helped in increasing the retention of students, therefore study is very important regarding the motivation of authorities to continue it with further refinements.
- b) It is found that the gender gap is continuously reducing by the virtue of scheme. The study will help in the further retention of girls in the school and helps in reducing the literacy gap seen in every census after 10 years. It also helps in empowering the women folk and reduces the gender discrimination.
- c) It is found that the enrollment and retention of OBC has increased along with an increase in General Category in schools, which helps in reducing the social gaps and ensures social inclusion in the schools.
- d) The positive effect on enrolment, retention and Educational outcomes of a student by the virtue of Mid Day Meal Scheme is a source for positive stimulation by the teachers. Teachers find it easy to reinforce positively the children by using meals and hence motivating them.
- e) The study is helpful to the educational authorities who may refine it further and will become a strong source reaching the goal of Universal enrollment.

5.3. Suggestions for Further Study

1. The present study is confined to the district Srinagar of Jammu and Kashmir. Since Mid Day Meal Scheme is a national level program, therefore it is suggested that identical studies should be conducted nationwide.

2. The present study is confined to the just 80 schools of District Srinagar therefore the study may be replicated on a wider sample.
3. The study was conducted in the schools that are having co-educational setup therefore a comparative study of schools of boys and girls can be conducted.
4. The study is confined to the Srinagar city that is mostly an urban area thus different studies can be conducted in other rural parts of Kashmir valley.
5. Srinagar is one among 22 districts of Jammu and Kashmir and therefore similar studies can be conducted to find the relevance of results of present study.

5.4. National Importance of the Study

Primary education is thought to be associated with particularly high returns. Its significance is preserved in the Millennium Development Goals (MDGs), which is entitled for Universal Primary Education by 2015. In fact, Primary Education is distant from universal and this MDG remains subtle. Universal Elementary Education and the abolition of gender inequalities in education by 2015 are the two among eight Millennium Development Goals espoused at the United Nations Summit in 2000. Evaluation of the advancement made since then shows that South Asia, besides sub-Saharan Africa, is straggling behind in attaining this goal. Health and Education are deemed to be the “fundamental rights” at global level. Universal Primary Education is one of the important objectives of “Millennium Development Goals” (MGDs) which ensures that boys and girls must identically complete primary education.

Despite a massive practical literature available on relationship between school meal program and educational outcomes (Bundy et al, 2009), there is still a dearth

of large-scale assessment of its casual effect on enrollment as per our knowledge. Ironically, India has one of the largest elementary educational systems at global level. India has nearly 150 million children enrolled in 800 thousand schools across the nation. But even with its seemingly broad coverage, near about 40 million children still do not reach grade V.

As a similar case with maximum number of developing countries, one of the major causes for a child not to be enrolled in a school or dropped out of the school in India is the expenditure supposed to bear by the parents on education and their financial requirements of families. Although teaching in government primary schools is trifling and completely sponsored, the overhead prices of books and uniforms might be quite high which is discouraging poor families from admitting their children to educational institutions.

The above study has a great significance at national level because the Mid-Day Meal Scheme is a national scheme and is active in all parts of the country. The findings of the present study would help the policy makers and organizations concerned with elementary education to make the important amendments in the scheme wherever necessary. The study is related with effect of scheme at elementary level, and the age of elementary level student is considered as the most sensitive period with respect to physical, social, emotional and cognitive developments. Psychologists consider the above developments very important. The future of nation can be traced form the development of students at elementary level. Hence, the study is helpful in enriching the scheme which has been revealed as one of the factors of students' attraction towards the school.

5.5.Conclusion

The present study shows that Mid Day Meal is an incentive, which has boosted the enrollment and has retained the enrolled students. The rate of retention is more in case of girls as compared to the boys. It has helped in reduction of gender disparities. It also ensures the gender inclusion in schools at elementary level in district Srinagar. Retention in General category and OBC is going on hand-to-hand that have minimized the gaps with respect to caste and other social inequalities. Scheme has eradicated the classroom hunger and helped in smooth classroom interactions, which in turn have resulted in the improvements in overall academic achievement of students. The educational outcomes of schools are in continuous progress, which may further be a motivation for students with respect to retention. However, a unique feature of the place of study came into existence and that is the negative effect of violence of 2016 on Education. A clear effect of disturbance can be seen in the year 2016 with respect to the enrollment and retention of students from both genders and among all categories. There could be more success in achieving the set goals with respect to education by the concerned authorities if there would be peace in the valley.